



# What children will learn in Year 3 at Chiltern Primary School

## Year 3 Long Term Curriculum Plan



2021 - 2022			
	Autumn	Spring	Summer
Open ended investigative question as topic title	<b>How would I have survived in the Stone Age?</b>  <b>Why do I have winter when Australia has summer?</b>	<b>Would I rather live in the Bronze or Iron Age?</b>  <b>Why does a mountain need an earthquake?</b>	<b>How did the Romans change Britain?</b>  <b>Why is it dark when we sleep?</b>
Books	<b>Stone Age Boy - Satoshi Kitamura</b> <b>Cave Baby - Julia Donaldson</b> <b>The Stone Age Tablet</b> <b>England</b>	<b>Life in the Stone Age, Bronze Age &amp; Iron Age - Anita Ganeri</b> <b>Exploring Mountains - Anita Ganeri</b> <b>Jack and the Beanstalk</b> <b>The Tunnel - Anthony Browne</b> <b>Into the Forest - Anthony Browne</b>	<b>One Plastic Bag - Miranda Paul</b> <b>Somebody Swallowed Stanley - Sarah Roberts</b> <b>The Great Paper Caper - Oliver Jeffers</b> <b>Fish- Brendan Kearney</b>
Shared Reading	<b>The Thing in the Basement</b> <b>Stone Age Boy</b> <b>Scratch and Sniff</b>	<b>Hercules the Hero</b> <b>Exploring Mountains</b>	<b>Fantastic Mr Fox</b> <b>Roman Tribune</b> <b>Roman Tribune - Andrew Langley</b>
English	<b>Fiction</b> <ul style="list-style-type: none"> <li>Write stories that contain an historical event (Cave Baby)</li> <li>Write stories of adventure (Stone Age Boy)</li> </ul> <b>Non-fiction</b> <ul style="list-style-type: none"> <li>Write non-chronological reports (Stone Age)</li> <li>Write letters (formally)</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>Write poems that convey an image (simile, word play, rhyme, metaphor)</li> <li>Learn by heart and perform a significant poem</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>Write letters (Sierra Leone)</li> <li>Write stories that contain a historical character (Hercules the Hero)</li> <li>Write stories set in places pupils have been( Into the Forest, The Tunnel)</li> </ul> <b>Non-fiction</b> <ul style="list-style-type: none"> <li>Write biographies (Hercules the Hero)</li> <li>Write instructions (Jack and the Beanstalk - science plants link)</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>Write Haiku                             <ul style="list-style-type: none"> <li>Learn by heart and perform a significant poem</li> </ul> </li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>Write plays (linked with Romans)</li> </ul> <b>Non-fiction</b> <ul style="list-style-type: none"> <li>Write explanations (Sustainability)</li> <li>Write in a journalistic style (Sustainability)</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>Write cinquain</li> <li>Learn by heart and perform a significant poem</li> <li>Digital Literacy (Google Classroom) create a poem to convey an image</li> </ul>
Maths	<b>NCETM PD Materials teaching sequence followed:</b> Spine 1: Number, Addition and Subtraction Spine 2: Multiplication and Division Spine 3: Fractions		



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<b>History</b>	Stone age	Changes through Britain (Iron age and Bronze age)	The Roman empire and its impact on Britain (liaise with Y5) Trip provisionally booked 27.4.20 Murton Park			
<b>Geography</b>	<p>Location knowledge: name and locate counties and cities in the <b>UK</b> identifying hills, mountains &amp; coasts. Begin with Hull and working outwards (build on Y2).</p> <p>Locational knowledge: identify the position and significance of latitude, longitude, Equator, Northern &amp; Southern hemispheres, Tropics of Cancer Capricorn, Artic and Antartic Circle, Prime/Greenwich Meridian and time zones.</p>	Physical geography: <b>mountains, earthquakes, volcanoes</b> and how these are formed ( <b>biomes – tectonic plates</b> )	<i><b>How can we be more sustainable?</b></i> Sustainability Renewable/non-renewable <b>energy</b>			
<b>Science</b>	<p><b>Rocks</b> Compare and group Fossil formation Soils</p> <p><b>Animals including humans</b> Nutrition Skeletons and muscles</p>	<p><b>Forces (including magnetic forces)</b> Movement on different surfaces Contract forces Magnetic and non-magnetic Poles</p> <p><b>Plants (gardening)</b> Parts and function Conditions for growth Water transportation Life cycle</p>	<p><b>Light and seeing</b> Need light to see Darkness is absence of light Shadows when light is blocked Patterns in shadow change</p>			
Ongoing	Ongoing observations of the natural world, tree classification etc. Seasonal variation in plants	Planting a variety of crops and flowering plants to explore conditions for growth Caring for, collecting and using crops production	<b>Scientist Links</b>			
Working Science	<b>Considering our evidence</b> Drawing conclusions and evaluating	<b>Testing and communicating outcomes</b> Observing and recording	<b>Planning to investigate</b> Asking questions and choosing enquiry methods			
Types of Enquiry	<b>Observing changes over time</b>	<b>Grouping and classifying</b>	<b>Noticing patterns</b>	<b>Research</b>	<b>Comparative testing</b>	<b>Fair testing</b>



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<b>Computing (e-Safety)</b>	Personal Information Safety Features*	Downloading Positive Comments Good Choices (Online Time)* Safety Features*	Passwords Safety Features*
<b>Computing (Programming)</b>	Conversation Dressing Up	Music Machine Looping (2D Shapes)	Smoking Car
<b>Computing (Digital Literacy)</b>	(Google Slides – Cross Curricular)	<b>Mountains</b> (Google Docs – Cross Curricular)	<b>Research Skills</b> (The Romans) English Poetry Unit
<b>Art</b>	Stoneage silhouettes on a sunset background (colour mixing with paints) Cave printing	Observational sketching and painting of plants/flowers	Sculpt a Roman clay vase
<b>D&amp;T</b>	Create own tasty pattie (Design, make & evaluate using cooking and nutrition knowledge)	Build a bronze age house (Design, make & evaluate using technical knowledge)	Weave and sew a sustainable bag (including a fastener) (Design, make & evaluate using technical knowledge)
<b>Music</b> Listen and appraise/ compose and perform	Stoneage  <b>Compose a lullaby</b> and a <b>rock</b> soundscape	Mountains  Listen and appreciate the music by the <b>classical composer Edvard Greig</b>	Romans and Celts  <b>Singing and performing classical songs</b>
Wider opportunity Percussion lessons throughout the year			
<b>Singing</b>	Harvest/Christmas  KS2 Remembrance	Easter songs	Summer songs  KS2 Songs for Hull Singing Day
<b>PE</b>	Invasion Games 1 (Choose 2 from: TAG Rugby, Netball, Football, Hockey ) & 2 (Choose 1 from: Basketball, Hockey, TAG Rugby, La-cross ).	Dance or gym Fitness - Net wall 1 (Choose 1 from: Badminton, Short tennis, Squash)	Athletics or Striking and fielding 1 (Choose 1 from: Cricket, Rounders, Softball) Net wall 2, OAA or Striking and fielding 2 (Choose 1 from: Cricket, Rounders, Softball or Mini tennis)
<b>RE</b>	3.1 Remembering	3.3 Encounters	3.2 Faith Founders
<b>PSHCE/Jigsaw</b>	Being Me in My World  Celebrating Difference	Dreams and Goals  Healthy Me	Relationships  Changing Me
<b>MFL</b>	Spanish: Module 1  Spanish: Module 2	Spanish: Module 3  Spanish: Module 4	Spanish: Module 5  Spanish: Module 6